
















































































## USOE Fine Arts Rainbow Chart

[illegible]

Fifth - Page 2	Elements of Music with definitions	Experience/Identify	Explore/Contextualize	Apply/Build skills	Analyze/Integrate	Research/Create	Refine/Contribute
		Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<p>Previously mastered grade level skills</p> <p><b>Beat</b></p> <ul style="list-style-type: none"> <li>Steady beat</li> </ul> <p><b>Meter</b></p> <ul style="list-style-type: none"> <li>Strong and weak beats</li> <li>Meter in 2, 3, 4 and 6</li> </ul> <p>2 3 4</p> <p>♥♥ ♥♥♥ ♥♥♥♥</p> <p>■ ■ ■ ■ ■ ■ ■ ■ ■ ■</p> <p>— — — — — — — — — —</p> <p>                             </p> <p>S w S w w S w w w</p> <p>6</p> <p>♥♥♥♥♥♥♥♥♥♥</p> <p>■ ■ ■ ■ ■ ■ ■ ■ ■ ■</p> <p>— — — — — — — — — —</p> <p>                             </p> <p>S w w S w w</p> <ul style="list-style-type: none"> <li>Duple/triple meter</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Beat/divided beat</li> <li>Sound/silence</li> <li>Rest</li> <li>Ostinato</li> </ul>	<p><b>PLAY</b></p> <p><b>Beat:</b> the underlying pulse of music</p> <p><b>Meter:</b> patterns of strong and weak beats</p> <ul style="list-style-type: none"> <li>Time signatures 2/4, 3/4, 4/4, 6/8</li> </ul> <p><b>Rhythm:</b> combinations of long and short, sound or silence</p>	<p>Experience the feeling of beat in a variety of musical styles.</p> <p>Experience/Identify duple and triple meter by feeling strong/weak beat patterns in songs and listening selections</p> <p>Experience many ways to divide the beat into new rhythmic patterns of sound and silence</p> <p></p> <p> CD1 #15 <a href="#">Chicka Hanka</a></p>	<p>Explore beat in a variety of musical styles.</p> <p> CD2 #35 <a href="#">Sweet Betsy From Pike</a> lesson, playing</p> <p>Explore combining beats into groupings of 2, 3, 4, and 6 using strong/weak beats for emphasis</p> <p>Explore rhythmic patterns found within metric units of 2, 3, 4, and 6</p> <p> CD2 #42 <a href="#">Three Blind Mice</a></p>	<p>Practice beat accuracy vocally and instrumentally</p> <p>Practice playing strong/weak beat patterns in meters of 2, 3, 4, and 6 with body percussion and classroom instruments</p> <p>Practice playing rhythm patterns and ostinato to accompany familiar songs</p> <p> CD2 #19 <a href="#">Chumbara</a> lesson, playing</p>	<p>Analyze the importance of steady beat in group performance</p> <p>Analyze strong/weak beat patterns and devise a way to represent the meter (i.e. time signatures)</p> <p>Analyze simple rhythmic patterns in meters of 2, 3, 4, and 6 from familiar songs or listening selections</p> <p> CD1 #25 <a href="#">Follow the Drinking Gourd</a>, lesson, singing. Different rhythm in each verse, see notation</p>	<p>Create/Improvise simple rhythmic phrases over a steady beat</p> <p>Create/Improvise original rhythms of varying lengths in meters of 2, 3, 4, and 6</p> <p>Create rhythmic movement to compliment the music</p>	<p>Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6 with a steady beat &amp; rhythmic accuracy</p>
<p><b>Form</b></p> <ul style="list-style-type: none"> <li>Phrase</li> <li>Combinations of same/different</li> <li>verse/refrain,</li> <li>introduction,</li> <li>interlude</li> <li> coda</li> <li>1st &amp; 2nd endings</li> <li>1. 1st</li> <li>2. 2nd</li> <li>D.C. al Fine</li> <li><a href="#">D.C. al Fine</a></li> </ul>	<p><b>LISTEN</b></p> <p><b>Form:</b> how music is organized</p> <ul style="list-style-type: none"> <li>intro, coda, interlude</li> <li>D.C. al Fine, 1st and 2nd endings</li> <li>theme &amp; variation</li> </ul> <p><b>Expressive Elements</b></p> <p><b>Tempo:</b> the speed of the beat</p>	<p>Experience repeated and contrasting musical phrases in various music styles and organizational forms</p> <p>Experience an awareness and control of tempo, dynamics, and articulation</p>	<p>Explore basic form in music including theme and variation, phrases, verse/refrain, intro, interlude, coda, and 1st and 2nd ending, and D.C. al Fine</p> <p> <a href="#">This Little Light of Mine</a> D.C.al Fine</p> <p> <a href="#">My Paddle</a> lesson, playing, theme and variation</p>	<p>Practice labeling sections of form using alphabet letters, A, B, C, or label aurally, visually, and/or with movement</p> <p> <a href="#">Chumbara</a> lesson, creating</p> <p>Practice singing songs or playing instruments with varying tempos, dynamics</p>	<p>Analyze patterns and themes found in music by listening for repetition, contrast, and simple variation</p> <p> <a href="#">Simple Gifts</a> lesson, listening</p> <p>Analyze how changes in tempo, dynamics, and articulation can affect ideas, thoughts and emotions</p>	<p>Create a song arrangement with attention to a specific phrase combination</p> <p> <a href="#">Old Joe Clark</a> lesson, creating</p> <p>Create expression in music by varying the use of tempo, dynamics, and articulation</p>	<p>Perform with sensitivity to tempo, dynamics, and articulation in the Music</p>

Fifth - Page 3	Elements of Music with definitions	Experience/Identify	Explore/Contextualize	Apply/Build skills	Analyze/Integrate	Research/Create	Refine/Contribute
		Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<p><b>Previously mastered grade level skills</b></p>							
<p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Fast/slower/variable</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Louder/softer/variable</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Vocal and instrumental</li> <li>Band and orchestra families</li> <li>Vibration/resonation</li> <li>Balance</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Instrumental and vocal</li> <li>Thick./thin, many few</li> </ul>	<p><b>Dynamics:</b> degrees of loud &amp; soft.</p> <p><b>Articulation:</b></p> <ul style="list-style-type: none"> <li>legato: smoothly connected</li> <li>staccato: detached, short</li> <li>accent: increased emphasis on a single tone</li> </ul> <p><b>Timbre:</b> (tam'-ber) tone color, the unique sound made by an instrument of voice.</p> <p><b>Texture:</b> layered combinations (thick or thin, many or few) of voices and/or instruments</p>	<p> CD1 #37 <a href="#">I've Been Working on the Railroad</a> lesson, creating, listening</p> <p>Experience differences between smooth, detached, and accented notes</p> <p>Experience various vocal and instrumental timbres in live and recorded music</p> <p> Experience various types of texture and timbre in live and recorded music</p> <p> Putamayo Kids, World Playground, <a href="http://www.putamayo.com">www.putamayo.com</a></p>	<p>Explore the effect of varying tempo, dynamics, and articulation in live and recorded music</p> <p>Explore examples of legato, staccato, and accent in music</p> <p>Explore the layering of timbres in music to create texture</p> <p> <a href="#">Wabash Cannonball</a> lesson, playing</p>	<p>Practice singing songs or playing instruments with good articulation</p> <p>Build skill in balancing vocal and instrumental timbre in group performance</p> <p> <a href="#">Erie Canal</a> lesson, listening</p> <p>Practice layering various instruments to accompany a song</p> <p> CD2 #29 <a href="#">Scotland's Burning</a> lesson, playing</p> <p>Practice identifying how melody, harmony, and vocal and instrumental timbre are used to create texture in various styles of music</p>	<p> <a href="#">Wabash Cannonball</a> lesson, playing, creating</p> <p>Analyze how different articulation can affect ideas, thoughts and emotions</p> <p> CD1 #19 <a href="#">Cotton-Eyed Joe</a></p> <p>Analyze timbre as an identifying characteristic of instrumental families (string, woodwind, brass, percussion)</p> <p>Analyze how timbre and texture affect musical style</p> <p> Putamayo Kids, American Folk <a href="http://www.putamayo.com">www.putamayo.com</a></p>	<p> CD#2 #41 <a href="#">This Train/When the Saints</a> lesson, creating, theme and variation</p> <p>Create a melody and include specific articulation to compliment the style and mood</p> <p>Research sound production (vibration and resonance) in voice, band, and orchestra instruments</p> <p>Create an arrangement using appropriate instrumentation for the style</p> <p> <a href="#">Erie Canal</a> lesson, creating</p>	<p>Show skill criterion mastery for grade level, give opinions, support others, and show work</p> <p>Perform a familiar song in a new vocal or instrumental style</p> <p> Putamayo Kids, Folk Playground, <a href="http://www.putamayo.com">www.putamayo.com</a></p>
<p>Icon examples:</p> <ul style="list-style-type: none"> <li>Beat    divided beat    </li> <li>Meter                                                  </li></ul>							

## Elements of Music

*with definitions*

Experience/ Identify	Describe	Explain	Apply	Transfer
<p>1. What is the purpose of the study?</p> <p>2. What are the research questions or hypotheses?</p> <p>3. What is the study design?</p> <p>4. What are the variables being studied?</p> <p>5. How were the participants selected?</p> <p>6. What are the data collection methods?</p> <p>7. How were the data analyzed?</p> <p>8. What are the results of the study?</p> <p>9. What are the conclusions of the study?</p> <p>10. What are the limitations of the study?</p> <p>11. What are the implications of the study?</p> <p>12. What are the strengths of the study?</p> <p>13. What are the weaknesses of the study?</p> <p>14. What are the contributions of the study?</p> <p>15. What are the future research directions?</p>	<p>1. The purpose of the study is to investigate the relationship between the independent variable and the dependent variable.</p> <p>2. The research questions or hypotheses are stated in the introduction of the study.</p> <p>3. The study design is described in the methodology section of the study.</p> <p>4. The variables being studied are identified in the introduction and methodology sections of the study.</p> <p>5. The participants were selected through a random sampling method.</p> <p>6. The data collection methods are described in the methodology section of the study.</p> <p>7. The data were analyzed using statistical methods.</p> <p>8. The results of the study are presented in the results section of the study.</p> <p>9. The conclusions of the study are presented in the conclusion section of the study.</p> <p>10. The limitations of the study are discussed in the discussion section of the study.</p> <p>11. The implications of the study are discussed in the discussion section of the study.</p> <p>12. The strengths of the study are discussed in the discussion section of the study.</p> <p>13. The weaknesses of the study are discussed in the discussion section of the study.</p> <p>14. 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Label, list, name, define,  
relate, recall and use  
music making tools

## Explore/ Contextualize

*Discover, look at,  
investigate, experience  
and form ideas*

**Apply/  
Build skills**

*Apply, construct,  
demonstrate, evaluate  
and practice*

### Analyze/ Integrate

Compare, contrast, distinguish, examine, and incorporate.

Research/  
Create

Study, explore, seek, be creative, imagine and produce
--

Refine/ Contribute
-----------------------

Show skill criterion mastery for grade level, give opinions, support others, and show work

6  
♥ ♥ ♥ ♥ ♥ ♥  
■ □ □ □ □ □  
— — — — —  
■ | | | ■ | |  
S w w s w w

• Rhythm / pitch

□ □ | □ |  
♩ ♩ | ♩ |  
♩ ♩ | ♩ |  
□ □ □  
syncopation

Notation examples:

**Notation:**  
traditional music  
symbols  
representing the  
combination of  
melodic and  
rhythmic  
elements

CD1 #19  
Cotton-Eyed Joe  
lesson, singing,  
(iconic)  
playing, (traditional)



Three Blind Mice  
lesson, listening  
(iconic)



Wabash Cannonball  
lesson, listening  
(traditional)



CD2 #29  
Scotland's Burning  
lesson, playing

CD1 #17  
Cindy  
lesson, singing

 [My Paddle](#)  
lesson, creating


## Resources

State Approved Music Resources K-6:  
<http://www.schools.utah.gov/curr/FineArt>

-  CD1
  CD2
 **SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS**, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.
  - Movement CD companion for USOE Songbook
  - DVD: *SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core* Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.
- Approved textbook series:
- MCMILLAN/MCGRAW-HILL** <http://www.mhschool.com/music/student/index.html>
  - PEARSON ED. PUBLISHING** (previously Silver Burdett) <http://www.scottforesman.com>

## Professional Music Teaching Organizations




 **UTAH MUSIC EDUCATORS ASSOCIATION (UMEA)** and Teachers of Elementary Classroom Music (TECM) [www.umea.us](http://www.umea.us)



 **DALCROZE EURHYTHMICS**, Dalcroze Society of America:  
<http://www.dalcrozeusa.org/home.html>



 **EDUCATION THROUGH MUSIC (ETM)** Richards Institute of Education and Research:  
<http://richardsinstitute.org/Default.aspx>



 **KODÁLY:** Organization of American Kodaly Educators (OAKE) [www.oake.org](http://www.oake.org) Utah, UFOLKS



**ORFF:** American Orff-Schulwerk Association (AOSA) [www.aosa.org](http://www.aosa.org) Utah, UAOSA

## Web Links



<http://www.classicsforkids.com> **CLASSIC FOR KIDS:** lesson ideas, listening maps, composers, music dictionary, etc.



<http://www.classroomclassics.com> **CLASSROOM CLASSICS:** CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs



[http://www.putumayo.com/en/putumayo\\_kids.php](http://www.putumayo.com/en/putumayo_kids.php) **PUTAMAYO KIDS:** CDs, folk songs, multicultural, and world music listening resource , examples:



<http://www.sfskids.org/templates/splash.asp> **SAN FRANCISCO SYMPHONY FOR KIDS:** all about the symphony orchestra